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# Indiana Academic Standards English Language Arts: Grade 2



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## Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

## What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school, college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional supports in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

## Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



## **English Language Arts: Grade 2**

### **READING**

*Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.*

#### **Reading: Foundations**

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

#### **Learning Outcome**

**2.RF.1**

Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

#### **Print Concepts**

**2.RF.2.1**

*Students are expected to build upon and continue applying concepts learned previously.*  
*K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.*



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<b>2.RF.2.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.RF.2.2 Recognize that written words are made up of sequences of letters.</i>
<b>2.RF.2.3</b>	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i>
<b>2.RF.2.4</b>	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>
<b>Phonological Awareness</b>	
<b>2.RF.3.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.1 Identify and produce rhyming words.</i>
<b>2.RF.3.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>
<b>2.RF.3.3</b>	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i>
<b>2.RF.3.4</b>	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</i>
<b>2.RF.3.5</b>	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.5 Segment the individual sounds in one-syllable words.</i>



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Phonics	
2.RF.4.1	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</p>
2.RF.4.2	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.
2.RF.4.3	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
2.RF.4.4	<p>Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>
2.RF.4.5	<p>Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>
2.RF.4.6	<p>Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>
Fluency	
2.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.



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## Reading: *Literature*

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

## Learning Outcome

**2.RL.1**

Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

## Key Ideas and Textual Support

**2.RL.2.1**

Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

**2.RL.2.2**

Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
*Further guidance for support will be provided in the Literacy Framework.*

**2.RL.2.3**

Describe how characters in a story respond to major events and how characters affect the plot.



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2.RL.2.4	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
<b>Structural Elements and Organization</b>	
2.RL.3.1	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.3.2	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.
<b>Connection of Ideas</b>	
2.RL.4.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.4.2	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.



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## Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

## Learning Outcome

**2.RN.1**

Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

## Key Ideas and Textual Support

**2.RN.2.1**

Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

**2.RN.2.2**

Identify the main idea of a multiparagraph text and the topic of each paragraph.



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2.RN.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.
<b>Structural Elements and Organization</b>	
2.RN.3.1	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
2.RN.3.2	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
2.RN.3.3	Identify what the author wants the reader to answer, explain, or describe in the text.
<b>Connection of Ideas</b>	
2.RN.4.1	Describe how an author uses facts to support specific points in a text.
2.RN.4.2	Compare and contrast the most important points presented by two texts on the same topic.
2.RN.4.3	<i>Standard begins at sixth grade:</i> <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>



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## **Reading: Vocabulary**

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

## **Learning Outcome**

**2.RV.1**

Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

## **Vocabulary Building**



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2.RV.2.1	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
2.RV.2.2	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).
2.RV.2.3	<i>Standard begins at sixth grade.</i> <i>6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i>
2.RV.2.4	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. <i>Further guidance for support will be provided in the Literacy Framework.</i>
2.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
<b>Vocabulary in Literature and Nonfiction Texts</b>	
2.RV.3.1	Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.
2.RV.3.2	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
2.RV.3.3	<i>Standard begins at third grade.</i> <i>3.RV.3.3: Recognize the meanings of idioms in context.</i>



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## **WRITING**

*Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

### **Writing**

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the



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Learning Outcome for Writing.

## Learning Outcome

**2.W.1**

Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

## Handwriting

**2.W.2.1**

Write legibly by forming letters correctly and spacing words and sentences properly.

**2.W.2.2**

*Students are expected to build upon and continue applying concepts learned previously.*  
*K.W.2.2 Write by moving from left to right and top to bottom.*

## Writing Genres

**2.W.3.1**

Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.

**2.W.3.2**

Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.



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<b>2.W.3.3</b>	Develop topics for friendly letters, stories, poems, and other narrative purposes that – <ol style="list-style-type: none"><li>Include a beginning.</li><li>Use temporal words to signal event order (e.g., first of all).</li><li>Provide details to describe actions, thoughts, and feelings.</li><li>Provide an ending.</li></ol>
<b>The Writing Process</b>	
<b>2.W.4</b>	Apply the writing process to – <ol style="list-style-type: none"><li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li><li>Use available technology to produce and publish legible documents.</li></ol>
<b>The Research Process</b>	
<b>2.W.5</b>	With support, conduct short research on a topic. <ol style="list-style-type: none"><li>Find information on a topic of interest (e.g., cardinals).</li><li>Identify various visual and text reference sources.</li><li>Organize, summarize, and present the information, choosing from a variety of formats.</li></ol>
<b>Conventions of Standard English</b>	
<b>2.W.6.1</b>	Demonstrate command of English grammar and usage, focusing on: <b>2.W.6.1a Nouns/Pronouns</b> – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. <b>2.W.6.1b Verbs</b> –



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	<p>a. Writing sentences that use the past tense of frequently occurring irregular verbs.</p> <p>b. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p> <p><b>2.W.6.1c Adjectives/ Adverbs</b> – Writing sentences that use adjectives and adverbs.</p> <p><i>2.W.6.1d Prepositions – Standard begins at fourth grade.</i></p> <p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> <p><b>2.W.6.1e Usage</b> – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>
<b>2.W.6.2</b>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p><b>2.W.6.2a Capitalization</b> – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> <p><b>2.W.6.2b Punctuation</b> –</p> <p>a. Correctly using a period, question mark, or exclamation mark at the end of a sentence.</p> <p>b. Using an apostrophe to form contractions and singular possessive nouns.</p> <p>c. Using commas in greetings and closings of letters, dates, and to separate items in a series.</p> <p><b>2.W.6.2c Spelling</b> –</p> <p>a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p> <p>b. Generalizing learned spelling patterns (e.g., word families) when writing words.</p> <p>c. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</p>

## **SPEAKING AND LISTENING**

*Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*



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## Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

## Learning Outcome

**2.SL.1**

Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

## Discussion and Collaboration

**2.SL.2.1**

Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

**2.SL.2.2**

*Standard begins in third grade.*  
*3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.*

**2.SL.2.3**

Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.

**2.SL.2.4**

Ask for clarification and further explanation as needed about the topics and texts under discussion.



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<b>2.SL.2.5</b>	Build on others' talk in conversations by linking comments to the remarks of others.
<b>Comprehension</b>	
<b>2.SL.3.1</b>	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>2.SL.3.2</b>	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.
<b>Presentation of Knowledge and Ideas</b>	
<b>2.SL.4.1</b>	Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.
<b>2.SL.4.2</b>	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.
<b>2.SL.4.3</b>	Give and follow multi-step directions.



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## **MEDIA LITERACY**

***Guiding Principle:** Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*

<b>Media Literacy</b>	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
<b>Learning Outcome</b>	
<b>2.ML.1</b>	Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.
<b>Media Literacy</b>	
<b>2.ML.2.1</b>	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
<b>2.ML.2.2</b>	<i>Standard begins in fifth grade.</i> <i>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i>